

# **A Structured Exploration of the Common Core 6<sup>th</sup> Grade Units**

## **UNIT 1 – I Won’t Grow Up – Six weeks**

### **Overview of Unit**

Read the essential question and overview, reflect and respond in two or three sentences.

### **Focus Standards**

Review the focus standards provided. Select the five you feel are most important and record their corresponding numbers below, then give a quick justification (or be prepared to discuss).

### **Student Objectives**

Review the student objectives given. Below, record the following:

- Which of these does the 6<sup>th</sup> grade already address? How?
- Which of these (if any) does the 6<sup>th</sup> grade not address? Why not?
- Which of these (if any) should we not bother addressing? Why?
- Which of these (if any) should we focus most of our energies on? Why?
- Which of these (if any) should we enlist AIS teachers to cover?

### **Suggested Works**

Review the list of resources recommended for this unit of study. Respond to those materials you have actually been given to look over. Please answer the questions below and be prepared to discuss:

- How many full length texts can we reasonably be expected to cover in one six week unit? What do you think of the idea of AIS teachers simultaneously covering a different (yet related) novel in the unit?
- Do any of the texts suggested appeal to you more than others? Which ones? Why?
- What do you think of the idea of incorporating the suggested audio book versions of several of the novels? Should AIS do this?
- Are the poems “doable?” Why or why not? Is there anything online on how to teach them? What? Where?
- Are the articles “doable?” Why or why not?
- What do you think of *Eleven* by Sandra Cisneros?

### **Sample Activities and Assessments**

Review each of the thirteen sample activities and assessments suggested. Then respond below.

- Which of the sample activities and assessments do you feel you would like to cover? Please list them below.
- Which of the sample activities and assessments (if any) should AIS teachers be asked to cover? Why?

- Are there any sample activities and assessments that you feel should be dropped? Which ones? Why?
- The first three Literature Responses recommended basically cover story elements. When do we usually cover this with incoming 6<sup>th</sup> graders? Can all three of these activities be collapsed into one larger one? How?
- The first Literature Response implies that students will read both the original Peter Pan and the prequel. If we decide to show the movie, how will this activity be impacted? How will it need to be modified?
- One of the early writing pieces for the sixth grade portfolio is the Snapshot Memoir. Can we incorporate it into this unit? How?
- The last activity/assessment recommended is a Reflective Essay that addresses the essential question. What do you think of it?

**Additional Resources**

Ten additional resources are suggested. Review each of these then use check marks respond below. Be prepared to discuss your selections.

Resource	I Like It	I Don’t Like It	AIS
<a href="#">Literary Elements Map</a>			
<a href="#">Lights, Camera, Action: Interviewing a Book Character</a>			
<a href="#">Book Report Alternative: Creating a Childhood for a Character</a>			
<a href="#">Action is Character: Exploring Character Traits with Adjectives</a>			
<a href="#">Internalization of Vocabulary Through the Use of a Word Map</a>			
<a href="#">Improve Comprehension: A Word Game Using Root Words and</a>			
<a href="#">Flip-a-Chip: Examining Affixes and Roots to Build Vocabulary</a>			
<a href="#">You Can't Spell the Word <i>Prefix</i> Without a Prefix</a>			
<a href="#">March is Music in Our Schools Month</a>			
<a href="#">Roald Dahl was born on this day in 1916</a>			